Sustainability Indicator 2: Organizational Performance

The Organizational Performance Indicator evaluates the quality of the management and structure of the institution to ensure sustainable student performance and the integrity of the organization as a representative of the charter school community. Organizational performance is in the support of the ultimate goal of student achievement and may be considered in a charter's renewal.

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Annual Rating
The annual rating summarizes the performance on the indicator's criteria.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Meets" and all other criteria are rated as "Exceeds." AND 2.3 is rated as "Meets."	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	For 2.1, 2.2, 2.3, 2.4 and 2.5, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds."	For 2.1, 2.2, 2.3, 2.4 and 2.5, two or more criteria are rated as "Does Not Meet."

2.1 Organizational School-Specific Goals
Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter? Note: School-specific goals are optional. If no goals were set at the time of Charter issue/renewal this criteria will not be considered.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

2.2 School Environment

Is the school creating a strong learning environment that students and families choose to be a part of?

*If SurveyWorks were reinstituted, it would be incorporated here. Note: Addressed in regulations section C-1-4(h)(4).

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families AND At least 80% of students in non-break grades* return to school the next year. AND The school's waitlist comprises at least 50% of available seats for the current school year.	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families AND At least 80% of students in non-break grades* return to school the next year.	The school's attendance rate is lower than the state's average attendance rate as published by RIDE. OR There is no evidence that the school regularly engages parents and families OR Fewer 80% of students in non-break grades* return to school the next year.	The school's attendance rate is lower than the state's average attendance rate as published by RIDE. AND There is no evidence that the school regularly engages parents and families AND/ OR Fewer than 80% of students in non-break grades* return to school the next year.

*non-break grades will be determined for each school with RIDE. For example a K-8 school, might have 5th grade as a break grade where many students choose to attend their home district for middle school.

2.3 Equity and Access

Do the school's policies and procedures ensure access to all students across the school's approved regions?

Note: Addressed in regulations section C-1-4(h)(4).

Data Source: Charter School Applicant Report (CSAR), TCS Data, Review of Evidence submitted by School, Site Visit

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not	*One of the following is true:* There is no evidence the school is analyzing attrition	*Two or more of the following are true:* There is evidence the school is analyzing attrition

	occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. --- Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.	data and is using attrition analysis in decision-making. --- Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.

2.4 Dissemination

Is the Charter School/Network disseminating quality best practices and lessons learned with K-12 institutions and partners? **Note: Addressed in statute 16-77-3.1 (b)** Data Source: Review of Evidence submitted by School, Site Visit

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
There is evidence that the school shares curricular and instructional resources and best practices with multiple partners or through multiple modalities.	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	There is little evidence that a school shares curricular and/or instructional resources and/or best practices	There is no evidence that a school shares curricular and/or instructional resources and/or best practices

2.5 Board and Leadership Quality

Does school leadership and members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance and leadership to ensure the success and sustainability of the school?

Data Source: Review of Evidence submitted by School, Site Visit, Board and School Interviews

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The board **and** school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board **and** school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable. AND There is evidence that the board represents a wide range of expertise and shows alignment to school mission where applicable.	The board **and** school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board **and** school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	*One of the following is true:* The board **or** school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. ---- The board **or** school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.	*Two or more of the following are true:* The board **or** school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. ---- The board **or** school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.